DOCUMENT RESUME

ED 130 300 CS 203 013

TITLE	Options in Education, Transcript for February 16, 1976: National Commitment to Equal Rights & Equal Educational Opportunity, Racial Conflict in the Classroom, Setting Up a Publishing Business, and Women in Education (Mathematics and Sex).
INSTITUTION	George Washington Univ., Washington, D.C. Inst. for Educational Leadership.; National Public Radio, Washington, D.C.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	76
NOTE	22p.
EDRS PRICE	MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS	Civil Rights; Classroom Communication; *Education; Elementary Secondary Education; Higher Education; *Interviews; Mathematics; *News Reporting; Publishing Industry; Racial Discrimination; *Radio; Scripts; Womens Education
IDENTIFIERS	Options in Education

ABSTRACT

"Options in Education" is a radio news program which focuses on issues and developments in education. This transcript contains discussions of the national commitment to desegregated education, racial conflict in the classroom, learning how to set up a publishing business, women in education (mathematics and sex) and education news highlights. Participants in the program include John Merrow and Wendy Blair, moderators; Nathaniel Jones, of the NAACP; students Nan Parati and Belinda Shivers; Ernest Green, of the Recruitment and Training Program, Inc.; author Jonathon Kozol; Julia and Frank Markus; John Ernest; and Sheila Tobias. (JM)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED130300

INSTITUTE FOR EDUCATIONAL LEADERSHIP
THE GEORGE WASHINGTON UNIVERSITY

TRANSCRIPT FOR PROGRAM SCHEDULED FOR BROADCAST

THE WEEK OF FEBRUARY 16, 1976

National Public Radio

Options in Education

2025 M Street, N.W. Washington, D.C. 20036
202-785-6462

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY

J. Merrow

TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

TABLE OF CONTENTS

	Page
INTRODUCTION	1
THE COMMITMENT TO EQUAL RIGHTS & EQUAL EDUCATIONAL OPPORTUNITY - Leadership Conference on Civil Rights	
Nathaniel Jones, General Counsel, NAACP	1-2
Nan Parati, Student, Charlotte, North Carolina	3-4
Belinda Shivers, Student, South Boston High, Mass.	4
Questions & Answers	5-6
Ernest Green, "The Little Rock Nine", Executive Director, Recruitment & Training Program, Inc.	6-7
JONATHON KOZOL ON EDUCATION w/Cary Frumkin	7-9
"LEARNING TO . . ."	
Julia & Frank Markus, Decatur House Press	9-11
"WOMEN IN EDUCATION" -- "Mathematics & Sex"	
"The Critical Filter" w/John Ernest, Professor of Mathematics, University of California at Berkeley	12-14
"Math Anxiety Clinic" w/Sheila Tobias, Associate Provost, Wesleyan University, Connecticut	15-17
EDUCATION NEWS HIGHLIGHTS	17-19

"Copyright 1976 © by National Public Radio & the Institute for Educational Leadership."

CS 203 013

OPTIONS IN EDUCATION is an electronic weekly magazine devoted to coverage of news, features, policy & people in the field of education. The program is available for broadcast to the 181 member stations of National Public Radio.

Executive Producer is John Merrow, Producer is Midge Hart, Co-Host is Wendy Blair, Reporter is David Ensor.

Permission is hereby granted for the non-profit reproduction of any and all of the copyrighted material contained in this transcript providing credit is given to National Public Radio's OPTIONS IN EDUCATION.

OPTIONS IN EDUCATION is a co-production of National Public Radio and the Institute for Educational Leadership of the George Washington University.

Principal support is provided by a grant from the National Institute of Education. Additional funds are provided by the Carnegie Corporation, the Ford Foundation, the U.S. Office of Education, the Robert Sterling Clark Foundation and the Corporation for Public Broadcasting.

(Check your local listings or the NPR member station in your area for time and date of broadcast.)

(MUSIC)

BLAIR: I'm Wendy Blair with NPR's OPTIONS IN EDUCATION.

(MUSIC)

OPTIONS IN EDUCATION is a news magazine about all the issues and developments in education -- from the ABC's of primary education to the alphabet soup of government programs. If you've ever been to school, we have something that will interest you.

(MUSIC)

MERROW: This is John Merrow. On this edition of OPTIONS IN EDUCATION -- Anxiety, Conflict & Persistence.

BLAIR: Anxiety at cocktail parties.

"I constantly run across people I hate to mention - when somebody says, 'Oh, what do you do?' 'Oh, I'm a mathemetician.' And, particularly with women, they'll respond: 'Oh, God, that's my worst subject.'"

Conflict in the classroom as described by Jonathon Kozol:

"It's as if truth were a shy, little animal - a gerbil - who prefers to live in the middle."

MERROW: And the perils of persistence:

"Well, where are you going to put them? Under every desk? In every nook and cranny?"

(MUSIC)

REPORTER: What's desegregation?

CHILD: I dunno. Desegregation is when - is when Black kids and Spanish kids and white kids is in a whole big school all together.

MERROW: Is the nation living up to its commitment to equal rights and equal educational opportunity for all? The answer may depend upon whom you ask, but to those active in the Civil Rights Movement, the answer is not at all tentative. It's a resounding "No."

Civil Rights activists came to Washington recently to a meeting sponsored by the Leadership Conference on Civil Rights to discuss school desegregation. Speakers included several high school students from desegregated schools, and one member of the Little Rock Nine - the nine Black children who integrated Central High School in Little Rock, Arkansas in 1957. Nathaniel Jones, General Counsel for the NAACP addresses the question of the national commitment to integrated education:

JONES: The national commitment to desegregated education, I think, we find in the language of the Brown Decision in 1954, in which the Court concluded that "in the field of public education, the doctrine of 'separate but equal' had no place. Separate educational facilities are inherently unequal." So said the Court. Twenty-one years later, writing in the case of Milliken vs. Bradley, which was a Detroit case, Chief Justice Warren Burger reaffirmed that commitment by holding that the previously quoted words from Brown remain "the meaning of the Constitution and the controlling rule of law."

Paralleling these decisions - and supplementing them - was the 1964 Civil Rights Act which you are very familiar wit. . Thus, in the late 1960's, the nation - and I should say more specifically the South - experienced substantial and, in some instances, dramatic examples of school desegregation. To the extent this happened, credit must go to the elements in the national administration who helped create the climate, to those who enforced the guidelines, and, also, to responsible local school officials who not only bowed to the commands of the law, but affirmatively met their responsibilities.

The principle of Brown was being translated into reality through the implementation and the use of meaningful remedies. But things changed. The national commitment wilted after the election of Richard Nixon, and there has been no resurrection of it under the current administration.

What the nation must bear in mind is that in Boston and in Louisville we are seeing the bitter fruit of the politicizing of the school desegregation issue that has taken place - and the backing away by the national government from its clear commitment.

And the question should be asked - Why? Why should it be Blacks who must always take "No" when it comes to the enjoyment of constitutional rights? The press doesn't do it for the First Amendment. Those who are tried under Watergate didn't do it for the Fifth Amendment. But Blacks are supposed to do it for the Fourteenth Amendment. That's when people urge that alternatives to busing must be found - what they are saying, in effect, is: That segregation must continue. And in the face of a record in court after court, in case after case, in which school boards have been found guilty of manipulating school boundaries, of building schools in such a fashion as to maintain segregation, of segregating faculty and staff -- in the face of that kind of a record - and those findings by courts - it's an affront to the Constitution and to the dignity of the American system to suggest that we should seek alternatives to the techniques which we know will work.

As eternal vigilance is the price of liberty, it is necessary that we remain alert to efforts to turn back the clock - such as those hinted at by the present Attorney General. There is no need to re-read the cases, or to re-think what we're doing, as he suggests. I submit that such a hint is heading in the direction of a strategy of retreat. And we must meet it, and resist it.

This type of strategy, these hints, these suggestions stem from what Justice Thurgood Marshall talked about in his dissenting opinion in the Detroit case of "a reflection of a perceived public mood that we have gone far enough in enforcing the Constitution's guarantee of equal justice."

Or to put it another way, a feeling exists that "we have overcome". The simple fact of the matter is, my friends, that America has not fulfilled its commitment, and as the Kerner Commission told us: "White society remains deeply implicated in the ghetto. White institutions maintain it. And white society condones it."

And in the area of school desegregation, we witness a serious national effort at reforming this pattern, and with reformation and with reform, comes trauma. But expectable, individual, official or group reaction does not outweigh constitutional rights. Thank you. very much.

(Applause)

MERROW: Nathaniel Jones, General Counsel of the NAACP. The Leadership Conference on Civil Rights brought students to the meeting from Pontiac, Michigan, Prince Georges County, Maryland, Boston, Massachusetts and Charlotte, North Carolina. Each student was asked to describe his or her own situation. Here's how Nan Parati described the desegregation process in Charlotte, North Carolina:

NAN PARATI: Well, I was listening - and I had just got finished reading the affidavit from South Boston's kids, and it depressed me. But, then I started thinking - and I've got something to tell you, and you might not believe it, but desegregation is starting to work in Charlotte. I don't know whether you believe it or not, but it's true.

(Applause)

I mean, when it first started - that was 1970 in Charlotte - and I was in the 8th grade. Everybody came to school and sat down and looked at each other and said -- "What are you going to do now?" And we had a lot of trouble. We had a lot of fights and stuff. But we finally had to get ready to sit down and say -- "How come you hate us like that? How come your hair's straight? How come it's curly? Do you really grease your hair? Do you iron it? What do you do if you wash it? It turns into a bush or what?"

We had to sit down and talk about this stuff and say -- "You're different." Because people say, "Everybody - we're all alike, all alike." But we're not all alike, and we had to sit down and figure out the differences and figure out what's alike and, then, put it all together and start moving. And, so, now, I've graduated now and I'm up at Chapel Hill now. But last year and this year it's started really doing something. White kids are starting to walk around and saying, "What's happening?" And, "She's a trip." Starting to say words like this, you know? And they're starting to do the "Bump" at dances. They didn't used to do stuff like that. But they do it now - because integration is really starting to work.

I'm not saying it's all over in Charlotte because there are still lots of people who are still saying, "I'm not going to do it. I refuse to let it work." But it's creeping up on 'em whether they believe it or not. (laughter) It is. And a lot of people are really making it work. People are starting to touch you. People are starting to invite you to their houses; eating dinner with each other. All kinds of things. It's great. I love it.

I want to say, truly, that desegregation meant more to me than anything else in my whole school-life. I was bused, you know. It was great. I loved it. In my whole education, it meant more to me. The greatest thing was meeting people. It was great! And the School Board said -- well, most of them were "anti" everything - and they said, "Education is going down since we desegregated our schools." And everybody was worried about that, but I don't think it did. I really don't. Because I got into Chapel Hill and it was supposed to be real good to get into Chapel Hill - and I'm there. And I got bused & went to school with Black kids - but I still got into Chapel Hill! And education didn't go down. And it started moving up, in fact. And everybody was getting educated - whereas they didn't before. And I'm glad.

I really think it's the best thing that ever happened to me in my whole life. And, like, I told a reporter a while ago, my ambition in life is to become the Superintendent of Boston Public Schools. (laughter & applause) That's true. Because I feel like they need somebody that really cares and really wants to do something, and I want to do something.

And my little brother told me to tell you this - and he's ten years old - he said, "If they want to know, you tell them that busing is good. And I ought to know because I'm bused."

MERROW: Nan Parati of Charlotte, North Carolina. Next, Belinda Shivers, who comes from the school system Parati wants to be Superintendent of - Boston:

SHIVERS: Well, I went to South Boston last year, and back there again this year, but, in the beginning this year, things were still the same as they were last year. So, Black students decided they were going to get together and try to get things on an equal basis. Because, if you're going to have integration, I mean you have to work it out together. And if you're not together, then you might as well forget it.

So, we tried to get together with the white students, but, unfortunately, we have Louise Day Hicks in Boston, who won't permit things like that to happen. Like, she had everybody aroused up and everything, but the Black parents haven't listened to us - but I think things will work out if our parents would just stay out of it, and let the Black children and the white children get together and decide how they want to help to make things in South Boston better.

Well, we now have a Federal receivership where they put the School Committee out, and the School Committee don't have anything to do with South Boston anymore. And things in South Boston are quiet. There are no fights going on or anything like that. It's just like you're going to a normal school - except nobody speaks to each other. (laughter)

You go to your class and sit on this side of the room, and they be in the same class and they'll sit on this side of the room. Every now and then you'll have somebody who'll speak to you, but if they get outside the classroom, they'll ignore you like they never saw you before. And we have two trouble-makers in the school. Now, I'm not going to say there's not trouble-makers on the Black side - because there are. But we have two particular trouble-makers on the white side. And these two - they start this stuff, and then when everybody gets all excited and starts fighting, you will never find them around. They're always gone, and leave everybody else to fight their battles for them. And nothing ever happens to them. And if we could get rid of those two particular people, the integration will work in Boston.

Right now, Hyde Park is going at it, and South Boston is quiet, but when Hyde Park quiets down, then South Boston will be at it again. So, integration up there in Boston -- it might never work! I dunno. Because it's not working so far - even with going to court and everything else. It's quiet, but it's only going to stay quiet for so long. And the only reason they get quiet is to start up again. And they may be quiet right now - but we'll be prepared for it anyway, and try to deal with it the best way we can.

(Applause)

MERROW: Belinda Shivers of Boston. After each student spoke briefly, there were questions from the audience.

QUESTION: Hi. I'm Mary Ever Kinden and I'm with the United States Youth Council, and I'm interested to know if in your respective communities if the boards of education have come to the schools and asked the students' opinion on busing before they've made any decisions - or during the decision-making process? And are there any efforts to have students' opinions integrated into the decisions? Making any effort to talk with the boards of education.

STUDENT: Not at South Boston, it's not. Nobody comes to South Boston. Everybody's scared. (laughter) But, I don't know. Like in the schools in Roxbury, the white students come up there, and everybody gets along. Nobody has any trouble or anything. It's just South Boston and Hyde Park. They're Irish neighborhoods. And Irish don't like nobody but Irish. (laughter) So, that's the way it goes. Like, South Boston is Irish and Jewish, and you walk the streets and you get jumped - and white students can go outside and smoke, and they can even run across the street and go to the store, and nobody bothers them. They can stay after school and catch the MBTA buses home and nobody says two words to 'em. You let me try that in South Boston - I won't get out the front door. I'll get by the South Gate out to the schoolyard, and that's as far as I'll go.

Those people are crazy. Those people are crazy. (laughter)

STUDENT: In Charlotte, they started a Charlotte Student Coordinating Council, which is made up of three students, who are elected, from each school, and we would meet every Tuesday night, and discuss things going on in the schools. We made suggestions - and our suggestions went straight to the School Board, and they had to listen to us because we were an official organization.

Last year, for instance, we were voting on whether -- we had, also, said that you must have a white student and you must have a Black student - or three & three or whatever - they also had racial balances on everything in the schools from the beginning of desegregation until last year. And, so, everybody said, "I'm getting sick of this: You have to have three whites and three Blacks - we're getting sick of this." So, the Student Coordinating Council went and officially polled each of the schools; gave every student a sheet and they got to vote on whether they would like to have the balances or not. And this was through the Student Coordinating Council and it had to go to the School Board. The School Board was against it. The School Board wanted to do away with all the -- not the whole School Board, but a couple people who had big mouths - wanted to do away with all the balances and all of that. (Because they don't like desegregation anyway, but we won't go into that.)

But, anyway, we went and polled all the students, and the students came out - I think, but I'm not sure - but I think it was 80% of the students said they still wanted the balances - white and Black kids, too. I was just happy.

So, the School Board said, "Well, okay, then." And they had to listen to us, and it was a good thing. I like it.

MERROW: Nan Parati and Belinda Shivers, two of the students who described their experiences in desegregated schools.

Bayard Rustin, a central figure in the Civil Rights Movement, had a question and a comment.

BAYARD RUSTIN: I would like to ask the two Black students a question: If things are as bad as you describe them, where you feel almost as if you're in a fortress in the situation, why don't you say -- "Look, this is just too much! I've got to get out of here." What causes you to stay on?

And then I'd like to make one comment myself, and that is - No matter how bad any situation is we ought never to lose heart that we can really change those other people who are misbehaving. Because - the minute we do, we're affecting our own energy to be creative. And the way it has been put by great philosophers is - If there is not expectation, then we do not have the real energy to bring change. There is no group of people who are just hopeless. Even the Irish in South Boston. I don't believe it. (laughter)

STUDENT: I would look at it this way: No one is going to run me out of nowhere. (Cheers & applause) Because the United States is supposed to be a free state. So, therefore, you ought to be able to go any place you want to go to, but, unfortunately, you can't do that.

MERROW: Nineteen years ago, Ernest Green was also in the middle of desegregation as one of the nine Blacks who daily ran the gauntlet of taunting, screaming, cursing white adults lining the path leading to Central High School in Little Rock, Arkansas. Today, Green is Executive Director of Recruitment & Training Program, Inc. in New York City.

GREEN: I think personally - and for what I and the other eight students were involved in in Little Rock - it's important to reaffirm our belief in full, equal integrated education in this country. It's almost twenty years. It seems unusual to look up on it as a past event, and probably my colleagues on the dais here, many of them were hardly born 20 years ago - or weren't born 20 years ago - we'll be celebrating 20 years of Little Rock next year.

But was it worth it? Everyone asks that. Yes, it was worth it. Did we learn a lot? Of course. Would we do it again? I think we would. Do we think we participated in a greater event than desegregating Central High School? I think we did that, too.

But I think it's more important than that. We felt, #1, that education is one of the more important linkages in one's young life, to what the opportunities can be in the future, and what the options can be. Secondly, that Central High School was, and still is, one of the more important educational institutions in the State of Arkansas, and it represented quality education. And, thirdly, I suppose it was important that somebody do it because one, we thought we had won a tremendous victory in the '54 decision, and that if no one participated in that, then the victory would have been awfully hollow.

Well, we went to school under less than admirable conditions. A thousand paratroopers, armed guards in the schools, back and forth to class with our own individual guards. We went to school in armored jeeps, etc. And that carried on for almost the entire year. But, in spite of that, we attempted to learn, and in spite of that, I think we did. It's been a rewarding experience. It's obviously been personally rewarding for each of us. All of us went on to pursue higher education. We're all now scattered around the country and around the world. Two of the young women are living outside of the States - one in Sweden and another one in Canada.

But we found the opportunity to learn and in somewhat less than favorable conditions, but still we seized it. And I think - and I think I speak for the other eight - that all that we went through - all that other students went through in desegregating schools in the South - we're not yet at the point where we want to turn back now. I still believe that quality, integrated education is a goal that we have to fight and struggle for, and, as Mr. Mitchell says, everything in terms of changing social conditions in this country are not going to be won by "summer soldiers". It's a long haul. My day-to-day activities now in the area of employment opportunity and job discrimination - and that even seems more difficult than the educational arena. All I want to do - and to make this short - is to commend each of you; to tell you that we look back twenty years -- at the film clips of Little Rock -- it seems that that would never come off. That, probably, you look at Boston - it doesn't seem like we've gone very far. But in any movement of people, and anything as difficult as this, it requires all of you - the audience as well - to one struggle. And not to let anybody push us back as to what the real goal is -- and that is to have open, accessible education for every kid in this country, black or white, and that integration in this society is a goal that I think we can achieve. And I want to thank you all for struggle you're involved in. Thank you.

(Applause)

MERROW: Ernest Green, one of nine Blacks who integrated Little Rock schools in 1957. He was among the speakers at a recent Leadership Conference on Civil Rights in Washington. Next week, we'll have a report on what happens in a school in which white children constitute only 10% of the student body.

(Music)

BLAIR: Desegregation seems to make headlines only when there's actual physical violence. But what about the violent clash of ideas within the classroom?

Cary Frumkin of member station WHA in Madison, Wisconsin, explores this theme with author and school critic, Jonathon Kozol.

FRUMKIN: Jonathon Kozol is author of "Death at an Early Age: Preschools", and most recently "The Night is Dark & I'm Far From Home". They're all books about education in America today.

Kozol believes that education has become indoctrination; that schools take our children and destroy their spirits, stifle dissents and confrontation, and creative ways of thinking. In exchange, they substitute politically acceptable modes of behavior and expression.

Kozol was in Madison recently, and I asked him to elaborate on his views.

KOZOL: In public schools, it is almost axiomatic that any extreme point of view is a deviation - and an unhealthy deviation from a more moderate point of view. "Radical" in public schools is by definition a pathological deviation from a healthy state of mind known as "liberal". You get one Black student in the class saying, "I think that the real estate people who won't rent to Blacks are rotten. And I think the banks in this town which red-line - you know, red-line neighborhoods so Blacks can't live in them - are evil." And, someone else says, "Well, I think white people have the right to live among their own kind." (That's a white person talking.) The teacher cannot accept the fact that it is a genuine disagreement, a real disagreement. Yet, something like this will get the classic answer from the teacher -- "No, Olivia, isn't that a bit strong?" And, as the child modulates her or his viewpoints, and softens it down -- "Well, I think it's unfortunate." -- Then, the teacher says, "That sounds more reasonable." In effect, as it becomes less to believe, the teacher becomes more willing to believe it, and finds it absolutely horrendous to accept the possibility of real antagonism within the classroom - and that is the genuine disagreement; that there may be a real reason for this.

Well, Olivia over here thinks we should have open housing, and Tommy says that white people have the right to live amongst their own kind. Maybe there's some truth to both positions. And then this is the kicker. "Let's see if we can't find a third position?" And there is the feeling, of course, that the third person will hold more truth than either the two extremes. Well, it's as if truth were a shy, little, animal - a gerbil - who prefers to live in the middle.

It's like the textbook I read that said -- and this was at the end of the Civil War - "No one can say the North was right, or the Southern cause was better for all of us in America have the right to our beliefs." It's as if truth - geographically situated - it's half way between Washington and Montgomery. Well, it just ain't so.

Now, why is it that schools are afraid of direct conflicts of this kind? It's because society does not want to admit that there are real reasons in this nation, and in the rest of the world, for direct, head-on confrontation. If we did admit it, we might have to admit the most dangerous one of all - which is the class struggle that the rest of the world accepts as axiomatic, but which doesn't exist in the United States.

FRUMKIN: Well, how do you answer the academician whose classical response to that might be -- "Well, you can't have too much emotionalism in a classroom because that inhibits the research function, the intellectual distancing from the subject matter in order to be able to look at something objectively and come to a conclusion. You have to kind of distance yourself emotionally from it, and then analyze the situation. How do you answer that kind of response to what you say?

KOZOL: Well, if I can find words at all to answer such a (sigh) dishonest argument to start with -- and I don't mean yours -- I mean, when it comes from researchers . . . We have the situation in the academic world that has decreed - and successfully established - that a comfortable tone of voice is the appropriate tone of voice in which to speak of social issues even if the issue we're discussing should be the most horrendous. So that it no longer matters whether we're talking about tooth care in Schenectady, or Black infant death rates in Chicago. We still must do it in a rational and reasonable, and, of course, objective tone of voice.

FRUMKIN: The views of Jonathon Kozol, author of "Death at an Early Age: Preschools" and "The Night is Dark & I Am Far From Home". For National Public Radio, this is Cary Frumkin in Madison, Wisconsin.

(Music)

JULIA MARKUS: Freud published his own stuff. Nietzsche published his own stuff. Browning's first stuff he published by himself. It's amazing, you know, going all the way back. It's the real writer who hasn't started in this way, you know, when you really think of it.

Joyce, of course, published his own stuff, and yet, very few have been commercial successes at the beginning.

MERROW: Writer - and now publisher - Julia Markus. She's been writing a lot and publishing very little for ten years. Recently, she and her husband found a way to beat the publishers at their own game. And their adventure is the subject of this week's "Learning To . . .", a regular feature of OPTIONS IN EDUCATION.

This week, they explain to Wendy Blair how they learned to be their own publishers.

JULIA MARKUS: The idea is every book should be a potential best-seller. Well, this is impossible with first novels - especially by unknown people, and, therefore, in all the publishing houses last year we found out that they only published 150 first novels. And that's amazing when you think about how big this country is and the amount of publishing houses there are.

And, suddenly, I said to Frank, "Why don't we publish? Why don't we go into publishing? We could start by taking one of my novels and sort of learn the business, and then go on." And just like that we did it. It couldn't have been six or seven months ago.

BLAIR: Does that mean, like, Virginia Woolf and Leonard Woolf, that you have the whole thing right there in your house?

FRANK MARKUS: No. And maybe that's the confusion of the name. We're not actually a printing firm, but a publishing firm.

JULIA MARKUS: We named Decatur House Press really after our apartment.

BLAIR: The landlord doesn't object?

JULIA MARKUS: So far, the landlord . . . (laughter) . . .

BLAIR: You mean, he doesn't know.

JULIA MARKUS: He may. He might think we're subversive. I don't know.

FRANK MARKUS: And we don't do any of the actual printing ourselves. We print the books in off-set, and that's done by a commercial firm. And this makes the small press industry possible, and this is one of the reasons why there are so many small presses today. And that is what is called "cold type". In other words, through IBM and companies like that one can actually set type on a machine that's really very little bigger than a typewriter. And the machine that has a memory-bank and can also justify the margins so that you have a page that looks like a printed page. Only it's not done on one of the old 19th Century presses - but actually can be done by a typesetter in his or her home or in his or her business.

And then this type is photographed at a regular printing press. A negative is made. Right, Frank? And then that is what's printed. And it makes a tremendous difference in price, and, as I said, makes small house publishing a possibility.

In other words, off-set is a photo-reproduction process.

BLAIR: How much of the process do you do yourselves?

FRANK MARKUS: Okay. We have a manuscript. We do the editing in-house; making sure all the spelling is correct and all the punctuation is in place.

BLAIR: Now, how easy is editing?

JULIA MARKUS: It is very difficult. (laughter) You have to have a house-style and you have to have a consistency of punctuation, of spelling, of spacing.

What we did was to read out-loud to each other with punctuation - so you'd have "," - you know, "Capital 'The'", and we read the whole book out-loud. One of us holding the original manuscript, and one holding the type-set copy.

FRANK MARKUS: At that stage, you'd catch a quotation mark that had been left out, and things of that sort.

JULIA MARKUS: And this was wonderful because, though, I don't know how our marriage survived it - the time it took - but you could really see the errors. Now, this is very careful proofreading.

BLAIR: How long did it take you?

JULIA MARKUS: It tooks us forever. Actually, it took us about a week.

FRANK MARKUS: It seems that this is a professional secret for editorial proofreaders - that you do read aloud to one another.

BLAIR: So, that's it? Then the book is ready.

FRANK MARKUS: Another aspect - we didn't go into it all - is design, the book design. And, of course, that's all of our doing. And one starts from absolute ignorance. You look through your book cases. You look through books at bookstores, and you pick out a handful of books that are appealing to you, and seem to be well-done, and then you use those for models in deciding how you're going to design the book at hand.

JULIA: "La Mora" is a beautiful book. It's silver. We chose that. "La Mora" in the book dresses often in silver. You know, "La Mora" is a Black woman from Jersey City who ends up in Italy by a group of coincidences ends up in the movie industry, and the night that this happens she's wearing a silver dress. And then we decided on a silver cover, which I think is really attractive, you know. And the black lettering on it really works well, and it sort of describes "La Mora" in a certain way.

BLAIR: This is your first novel and it's in your house finished, this finished copy, for about 24 hours. What is your reaction to seeing it in print?

JULIA: Really more excited than I thought I would be. Actually, you get so used to -- I don't know. It's a funny thing to answer. I'm very happy to see it in print. I really am.

FRANK: What I like is the product. I like the idea of having, finally, the book in hand after having spent these past six months or better producing it. And there it is. And it really turned out so well, and it really is such a lovely looking thing. It's nice to have something so finished on hand.

JULIA: Of course, there's always the problem of where to put all the books when they're delivered to your apartment. As the delivery man said the other day, "We're used to delivering to a loading dock, and not up three flights of stairs to an apartment." But he was cheerful after he got the last load of books off his back.

BLAIR: Well, where are you going to put them?

JULIA: Under every desk, in every nook and cranny.

MERROW: Writer Julia Markus and her husband Frank diFederico, talking with Wendy about their home-grown publishing venture, the Decatur House Press in Washington. How many copies of "La Mora" have they sold in the two months since you talked with them, Wendy?

BLAIR: You know, they've sold 400 out of their total of 1,000.

MERROW: They're doing very well. There's a lot of competition. There are 39,372 different books published in the United States in 1975 alone.

(Music)

JOHN ERNEST: Mathematics is a kind of critical filter which filters women out of all other fields (chemistry, engineering, physics). You have to have the calculus to do these things.

BLAIR: That's John Ernest, a professor of mathematics at the University of California at Berkeley. He's written a paper called "Mathematics & Sex", in which he describes the extreme differences between men and women in their preparation for, performance in, and attitude toward things mathematical. Our series on "Women in Education" continues with John's conversation with Professor Ernest.

ERNEST: The incoming freshmen at Berkeley, for example -- there was some 56% of the men were all set to take the calculus sequence. They'd had sufficient amount of high school mathematics. Only 8% of the women were even in a position where they could begin the calculus sequence.

MERROW: They hadn't taken the courses in high school?

ERNEST: That's right. They need to take a certain amount of analytical geometry, trigonometry and so on. These courses are optional at the high school level. Whether it's the counseling or peer attitudes - actually, there are many, many elements which lead to it. But they're cutting off their options. Any field that has mathematics involved have a very, very small number of women involved. So, the attention on mathematics is crucial - not only for that as an individual subject, but it has to do with the whole fact that women seem to be excluded, or are not participating in a large number of technical fields -- many of which are very high paying fields. Instead they're going into Library Science, Nursing, things which are typically female. But these areas don't involve that much of mathematics.

MERROW: Now, you say they're cutting off their options. They're not participating. Let's figure out why.

ERNEST: Well, I think their aspirations get goofed up at a very early age in life. For one thing we discovered that the father always gives the help on the mathematics - rather than the mother. Although the mother helps out on all other subjects. As soon as it comes to mathematics, "Go ask your father for help." So, the image that the child is getting even at a very early age is that mathematics is a man's domain.

Now, we did not make studies of counselors. So, I cannot make strong statements as to whether there is something basically wrong with our counseling system, but we're very hopeful that when the counseling procedures emphasize having women take mathematics, that we'll see these patterns change.

MERROW: But you do blame it on teachers, Professor Ernest. What did you find out about teachers' attitudes toward boys and girls taking math courses?

ERNEST: Well, teachers and the students, themselves, pretty much had the attitude that boys simply are better doing mathematics. And, in fact, the women have that attitude about themselves. They'll say, if they haven't done well in a particular subject in mathematics, that they're not very good at it. Or - they don't have the ability. Whereas, if they do poorly in some other type of subject, their answer is more likely to be - "Well, I didn't

work hard enough" or "I wasn't lucky on that exam" or something. But they're very eager to say just simply - "I don't have the ability in mathematics."

MERROW: So, it's not simply a case of a "Pygmalion" effect - right you are if you think you are. There may be more to it than that.

ERNEST: Teachers do have a kind of expectation for performance from the boys that simply is not present there with the girls. They'll let poor performance in mathematics go by - for the girls. Perhaps, it's because they don't sign up for mathematics. And it is established. Now, I'm not a person in education. But I understand that educational studies have shown that where a student feels this expectation coming from the teacher they're much more likely to perform than if there are no such expectations. And I guess that's the kind of "Pygmalion" effect that you're referring to.

MERROW: I have a five year old daughter. Suppose I want her to make it through the "critical filter" you're talking about. Should I encourage her to be mathematical and intellectual and simply reward her in those areas, and discourage her from making pies or whatever?

ERNEST: I certainly wouldn't discourage her from making pies. I enjoy making pies myself. No. The kind of support - and I think from the father our studies have indicated the attitude of the father toward these things is extremely crucial. And that is not to discourage a child from anything, but to be completely supportive in whatever she does - including encouragement. Now, encouragement seems like a very simple, trivial solution to a lot of problems. Yet, there's been example after example where simply a certain amount of encouragement - whether from parents or teachers - have just changed the whole picture all around. So - far from discouraging your daughter - and I also have two daughters, and I know exactly what you're feeling - I simply want a sense of encouragement to my children, and some type of faith that they can know that this society is changing; that anything they want to be, anything they would like to be, is open for them. Not free, not easy. It may be a lot of hard work. They might have to take very hard courses, which require great concentration, but, nevertheless, the goal is an achievable one. And it was not so obvious in a few years past that that was a true state of affairs.

I think we will see a change-around. We've started to see an upswing in, say, the number of Ph.D's who are women. Up to this time it's been about 7%. And in the last three years, it turned up to 9%. Last year, it was just over 10%.

MERROW: You're saying 10% of the Ph.D's are women?

ERNEST: In mathematics.

MERROW: You speak in your paper, Professor, about "math anxiety clinics" and about "mathephobia". Would you explain it?

ERNEST: Yeah. Well, since we've become aware of these statistics, these sex differences, people have been experimenting with various ways of turning this around. And one of the natural ways is a

certain amount of remedial type of courses. And, in addition, others have been looking at the kind of mental blocks that have developed simply because of the aspirations and expectations that students have of themselves.

It's just like going back, like -- "When was the first time you realized that you hated your father?" "When was the first time you realized you hated mathematics?" "What teacher was it?" Get it all out. Realize what it is. It's simply just a mental block. It is not your intrinsic ability. And not everybody has that problem, but there certainly are individuals - and it's an interesting experiment. I wouldn't say that it's much more than an experiment at this stage - to see whether working on the psychological blocks to doing effective mathematics will make a very big difference.

MERROW: But you're saying that just as there are real fears - like xenophobia or acrophobia - there is also a "mathephobia"?

ERNEST: I would say on the basis of my own experience I constantly run across people - I hate to mention - they say, "Oh, what do you do?" "I'm a mathematician." Particularly with women, they'll all respond, "Oh, my God, that's my worst subject." And so on. Almost being proud of it. And, then, immediately getting extremely uptight if the conversation ever gets to a question that perhaps would be computation or technical - perhaps not even realizing themselves. They just turn away from it. People just kind of freeze up as soon as a technical type of question is asked.

MERROW: What do you do when someone responds that way? "Oh, my God, that's my worst subject."

ERNEST: Well, I must admit, in many cases, I've made a little groan and let them go on and change the subject. In other cases, if I'm up to it, I will then engage them in some kind of conversation. There is really something going on there, and I'm not a medical doctor. I'm not about to prescribe to them how to get over their "mathephobia", but I can at least make them aware of the fact that mathematics is not that horrible a subject - that everybody should be so proud that they can't do it. In fact, if they concentrated a little bit, they might discover some very, very delightful things going on in mathematics, and they might enjoy it.

BLAIR: The kind of enjoyment that John Ernest describes is difficult to achieve if you're paralyzed with fear. We have a graphic example of the problem he described in this letter from a young woman in Milwaukee. John?

MERROW: She's a high school drop-out, Wendy, who's now decided that she wants to go on to Nursing School. She explains that in school she was never able to grasp the basics of addition, subtraction, multiplication and division. Let me read from her letter:

> "I always experienced an unsuppresible urge to urinate in math class. At the time, I couldn't understand it. Now, I do. You know, a few months ago, I was having a casual conversation with an eleven-year-old girl whose mother I work for as a housekeeper. The girl said, 'You know, I don't know why, but everytime math period comes in school I always have to go to the bath room.' Her mother snapped, 'Well, that's because you don't want to do it.' The mother left the room, and I told the little girl I used to feel the

same thing. I went on to say that math is definitely important, but that many of the methods of teaching it have to be changed. Anyway, aside from math, I do okay."

TOBIAS: "We work on the assumption that women are potentially good at math; that they are blocked by fears that are non-rational."

BLAIR: Blocked by irrational fears -- that's the problem, and there's a possible solution. Sheila Tobias, Associate Provost of Wesleyan University in Connecticut, describes the "math anxiety" clinic she directs. She tells John that the experience of our letter-writer in Milwaukee is common, but can be overcome.

TOBIAS: Anybody who doesn't take math - we hypothesize is anxious about math because it's such an unusually useful subject - that to avoid it is to be perhaps psychologically inhibited about it.

MERROW: But, in fact, more women avoid it than men, correct?

TOBIAS: No question about that. 91% of the clients of our clinic which is open to males and females are women.

MERROW: And what are you doing for them? How do you massage this phobia?

TOBIAS: We try to get rid of it - not massage it. We are, first, diagnosing their problem, which involves testing them. In many cases they are blocked because they're really extremely ignorant.

We have women at the college level, who are bright enough to get into an Ivy League college, who have gotten stuck at fractions, or who never understood percentages, or who think they didn't understand percentages. So, we do some diagnostic testing of their capability in mathematics, and then a lengthy interview to see where their blocks might come from - and, in some cases, they're over-reacting to a male parent who is good in math, or in over-identifying with a female parent who's bad in math. In other cases, they were good in math, and were put down by sexist male teachers, frightened by their male peers who said, "Nice girls don't do well in math" - and so on.

What we do for them are three types of things: Standard remediation, which means giving them an opportunity in a non-credit situation to learn that algebra and learn those fractions which they never mastered. Secondly, non-standard courses in subjects like, say, spatial relations - and subjects women don't get trained in because they don't play with building-toys. Or graphs - which are particularly frightening - or perhaps topics in mathematics history as needed. And the third is therapy -- mostly sessions, one-to-one discussions about math and about themselves.

MERROW: You're not training psychologists and psychoanalysts, though.

TOBIAS: Of our team, there is a Learning Disabilities Teacher, a couple of mathematicians and a Ph.D. in Psychology. Most definitely trained in psychological services.

MERROW: I guess one of my initial reactions was that this really was a kind of a gimmick - a math anxiety clinic - that what you're trying to do is create a positive setting; get rid of all the negative reinforcement women get in math.

TOBIAS: Well, we are unable to change people's behavior overnight. There are going to be algebra teachers in the high schools who don't believe that women are good at it for a long time. We're trying to intervene. We're taking cases of victims of the galaxy of problems that are given women in the high school and trying to do something for them at that moment.

We also have a population of adult women who come in the evening for the same kind of help. And there, too, the goal is intervention; doing something to relieve the anxiety, permit them to learn.

MERROW: You don't believe there's any inherent difference in mathematical ability between men and women?

TOBIAS: Even if there were in the aggregate, it would not, certainly, account for why women with 140 IQ's can't learn proportions.

MERROW: And that's accurate?

TOBIAS: And that's accurate, yeah.

MERROW: Things like the National Assessment for Educational Progress consistently show women doing less well than men - and girls doing less well than boys on almost all mathematical tests.

TOBIAS: Right. That's exactly what we're trying to countervene, but we don't assume there are genetic differences. We assume that these are learned differences, and they are a good deal to do with the fact that the nation sees math as a male attribute.

MERROW: That's interesting. The nation sees math as essentially a male attribute. The man pays the bills and all that jazz. And you're taking care of a few of the victims. What, if anything, is being done to change the situation which is producing all of these victims?

TOBIAS: There are projects at Newton, in the Education Development Center, to revise the curriculum on the lower levels. There is interest elsewhere. But we are activist oriented, and, therefore, we're looking for something that can be bottled and distributed quickly into the country, and will relieve, operationally, the anxieties. And we're leaving the curriculum revisions to experts. That we are not doing.

MERROW: That sounds like a very, very slow process. Is there any kind of quick way? For example, would it help tremendously if we could learn tomorrow that Betty Ford balances Jerry Ford's budget?

TOBIAS: No, because I feel the problem is into arithmetic - which is what balancing a budget or balancing a checkbook is about. The problem is mathematics. I don't think it's so slow. For one thing, I, as a feminist, have lived through a five year period of raising consciousness about sexual stereotyping, and seeing how this kind of insight can change women's behavior - rather over night. So, I don't think it's slow at all. I think to unblock a person is to liberate enormous creative energies and forces, and get them going, rather quickly.

MERROW: Give me some examples, Ms. Tobias. You say you've seen some dramatic changes in women who have been freed from these blocks. What's happened?

TOBIAS: Oh, what's happened is they'll go out and take a statistics course and murder it. And that's pretty good, and, as a result, not shift majors from psychology or sociology into English which they were thinking of doing. I've seen cases where they've taken a summer off and done Introductory Chemistry and Organic, and come back and finish Pre-Med Training Program.

People are more flexible at age 18, 19 or 20 than we give them credit for. And you can, if you're feeling good about yourself, and about mathematics, learn all of high school mathematics in a summer. So, you can catch up without any difficulty whatsoever.

MERROW: Do you agree with John Ernest that math is the "critical filter" for a whole lot of professions?

TOBIAS: I certainly do, and I think it's getting more so. The social sciences have been "mathematized" in the last fifteen years. Once upon a time, you could be a descriptive, narrative sort of person and do sociology, anthropology, psychology -- no longer. Everything is using data. We're coming into, in my field, in history, a more quantitative approach to history, and I would predict that soon you can't get a Ph.D in History without doing stochastic analysis.

MERROW: Of course, I know people who cite that as one other piece of evidence that the world is going to hell in a hand-basket.

TOBIAS: Well, my feeling is -- If it's going to hell, then we want to be along. (laughter)

BLAIR: Sheila Tobias, who directs a Math Anxiety Clinic at Wesleyan University. We'll continue our series on "Women in Education" next week with a look at "Women in School Administration" - the few that there are.

(Music)

MERROW: If you'd like a transcript of this program, send five nickels, that's 25¢, to National Public Radio - Education, Washington, D. C. 20036. A cassette costs $4.

BLAIR: Our address again: National Public Radio - Education, Washington, D. C. 20036. Now, here's David Ensor with the Education News.

DAVID ENSOR: Busing & Boston are back in the news this week. Jim Randall has the story:

RANDALL: South Boston street-fighting was the most serious anti-busing incident this year. A "Father's March" turned into a brutal two-hour battle between police and anti-busing partisans armed with hockey sticks and bats. They tried to defy a Federal Court ban against groups on the grounds of South Boston High School. The marchers and their supporters started the melee by tossing fire crackers and tear gas as well as bricks and bottles at the police, injuring at least six officers seriously - including the Superintendent & Chief.

DAVID ENSOR: Reporter Jim Randall in Boston. By the end of hostilities Sunday, 13 of the roughly 400 demonstrators had been arrested, and dozens were injured. Citizen's Band Radios were used by protesters to coordinate their efforts, according to Police Commissioner Robert Degrazia, who has called for a grand jury investigation.

New York Conservative Senator James Buckley told Republican women last week that he will propose a law to prevent the Federal government from setting quotas of female and minority employees that universities, unions and businesses must meet. Buckley said that he has a file of hundreds of complaints about government-set quotas. He said many of the letters are from college presidents and professors who are willing to complain to him privately, but not to take a public stand.

The official HEW policy, as in the rest of the government, is to set employment goals - not to impose quotas. But some, including Buckley, say that's a distinction without a difference.

On the subject of colleges, public and private colleges have lately been finding that when it comes to changes proposed in Federal or State laws governing higher education, they have less and less in common with each other. Last week, more than 300 presidents - mostly of small, private, liberal arts colleges - voted not to rely on the lobbying efforts of the Association of American Colleges, but to set up their own national voice for the private colleges alone.

I spoke last week with James Maudy, Chancellor of Texas Christian University in Fort Worth, and a Board Member of the new National Association of Independent Colleges and Universities.

The main difference of opinion between State and private colleges is over Federal loans and grants to students.

> MAUDY: You understand that in the State institutions most of the tuition costs are paid by the taxpayers of the state. But in the independent institutions, most of the tuition charges have to be paid by the customer - that is, the student and/or his parents. What we're interested in is that students have the opportunity to choose an independent institution they wish. That is, money by itself not be the only obstacle.

DAVID ENSOR: James Maudy, a Board Member of the new private college lobby established last week.

The education lobbies have presented a remarkably unified front to Congress in recent years over money bills and a lot of other things besides. Some now fear the crack that has appeared between private and public colleges about student aid could spread to other matters. It will stand some watching.

For the first time ever, a majority of college-age Americans have smoked marijuana, according to a new government study. "While in previous years use was correlated with the level of education," the report says, "the percentage now reporting marijuana use is virtually identical for high school drop-outs, high school graduates and college graduates."

Younger brothers and sisters are also smoking more pot, says the National Institute on Drug Abuse Study. Among those under age eighteen who are surveyed, nearly one in four had tried it -- an increase from one in seven in 1972. And more than one out of every ten children between twelve and seventeen years of age told researchers he or she currently smokes the drug.

The Ford Administration spokesman on drug matters, Dr. Robert Dupont, said last week that alcohol and tobacco are causing far more health problems than marijuana, and he said he, personally, favors a small fine for possession of the drug instead of criminal penalties.

With News in Education, I am David Ensor.

(Music)

BLAIR: This program is produced by Midge Hart. The Executive Producer of OPTIONS IN EDUCATION is John Merrow. I'm Wendy Blair.

CHILD: OPTIONS IN EDUCATION is a co-production of the Institute for Educational Leadership of George Washington University and National Public Radio.

BLAIR: Principal support for the program is provided by The National Institute of Education. Additional funds to NPR are provided by the Corporation for Public Broadcasting and to IEL by the Carnegie Corporation, the U. S. Office of Education and the Robert Sterling Clark Foundation.

CHILD: This is NPR, National Public Radio

You can SUBSCRIBE to Options in Education and receive these transcripts regularly. The rate for the full year (November, 1975, through October, 1976) is $10.00 for individuals and institutions.

NO partial subscriptions please. We'll send you the back issues.

THANK YOU.